

TCAP Achievement, Grade 7, Reading/Language Arts
Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)

Content	
SPI#	State Performance Indicator
7.1.9	Recognize first person point of view.
7.1.11	Identify plot elements in the proper place for a graphic organizer.
7.1.13	Distinguish between poetry and prose and between biography and autobiography.
7.1.17	Identify the author's purpose for writing and the reader's purpose for reading.
7.1.20	Determine the common characteristics of short stories, novels, poetry, drama, and non-fiction.
7.1.21	Recognize implied themes.
7.1.25	Identify at least two ways by which an author reveals character traits in a given passage.
7.1.26	Identify symbolism, flashback, and foreshadowing within context.
Grammar Conventions	
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7.3.1	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.
7.3.2	Recognize usage errors occurring with context (e.g. double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).
7.3.3	Identify the correct use of colons (i.e., in business letters, preceding list of items) within context.
7.3.4	Choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).
7.3.5	Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate), pronouns (i.e., agreement, reflexive, interrogative, and demonstrative), verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases), adjectives (i.e., common/proper, comparative and superlative forms), interjection and conjunctions (i.e., coordinating, correlative, and subordinating) within context.
7.3.7	Identify the correct use of prepositions and prepositional phrases within context.
7.3.10	Identify the correct use of appositives and appositive phrases within context.
7.3.11	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.
Meaning	
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7.1.4	Make predictions about the outcome of a given passage.
7.1.5	Formulate clarifying questions for use before, during, or after reading.
7.1.6	Identify the main idea in a reading selection.
7.1.7	Distinguish between fact and opinion within context.
7.1.16	Draw inferences from selected passages.
7.1.18	Analyze the cause and effect relationship in a given passage.
Techniques and Skills	
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7.1.1	Derive information from the following text features: timelines, graphs, heading, and subheadings within context.
7.1.12	Locate information using key words and headings.
7.1.19	Identify examples of propaganda techniques (i.e., bandwagon)
7.1.22	Identify similes, metaphors, personifications, and hyperbole within context.
7.1.23	Analyze the effects of sound (i.e., onomatopoeia, alliteration, accent, rhyme, and repetition).
7.1.27	Rank a given set of resources according to reliability.
7.1.28	Identify examples of sound devices (e.g., rhyme, alliteration, slant rhyme, repetition, and internal rhyme) in context.
7.2.8	Identify individual written selections as technical narrative, persuasive, and/or descriptive in mode.
7.2.14	Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, and Internet source).
7.3.9	Identify correctly or incorrectly spelled words in context.
Vocabulary	
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7.1.2	Determine the meaning of unknown words and/or multiple meaning words through the use of context clues.
7.1.3	Replace unknown words in context with appropriate synonyms or antonyms.
7.1.8	Decode unknown grade level words in context, using previously learned strategies, such as analysis of affixes, as aids in determining meaning.
7.1.10	Recognize and use grade appropriate and/or content specific vocabulary within context.

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Please refer questions about this list to the Tennessee Department of Education, Evaluation and Assessment. 1/07/04

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7.1.14	Select the correct word or phrase to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, functions, verb forms, and rhymes.
7.1.15	Identify commonly used foreign phrases (e.g., <i>bon voyage</i> , <i>mi casa es su casa</i> , <i>bonjour</i> , <i>hasta la vista</i>).
7.1.24	Recognize and identify words within context that reveal particular time periods and cultures.
Writing/Organization	
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7.2.2	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.
7.2.5	Select an appropriate concluding sentence for a well-developed paragraph.
7.2.6	Supply a missing piece of information in an outline.
7.2.7	Rearrange multi-paragraphed work in a logical and coherent order.
7.2.9	Select an appropriate thesis statement for a writing sample.
7.2.13	Select the most appropriate title for a passage.
7.2.15	Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.
Writing Process	
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7.2.1	Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.
7.2.3	Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).
7.2.4	Identify the audience (formal/informal) for which the text is written.
7.2.10	Select the best way to combine sentences to provide syntactic variety within context.
7.2.11	Identify the sentence(s) irrelevant to a paragraph's theme or flow.
7.2.12	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
7.3.6	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).
7.3.8	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.

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